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ABSTRACT

A survey was conducted at William Rainey Harper College (WRHC) to provide a profile of 1983 college students to be compared with community demographic data and earlier research findings. Random samples of 500 degree credit students and 299 continuing education students were surveyed by mail. Study findings, based on responses from 88% of the degree credit students and 77% of the continuing education students and on automated student data and community demographics, revealed: (1) 55% of the degree credit and 64% of the continuing education students were female; (2) 4% of the degree credit students and 13% of the continuing education students were from minority backgrounds, while the non-White and Hispanic population represented 6.3% of the district population; (3) the average income of independent students increased by 12% between 1982 and 1983; (4) 41% of the degree credit students were planning to transfer to a four-year college, compared to 36.5% in 1982 and 39% in 1981; (5) 33% of the respondents became aware of WRHC through the physical presence of the campus, and 29% heard about it through friends or relatives; (6) the major sources of information on WRHC for degree credit students were the college catalog and the semester schedule; and (7) full-time employment among degree credit students increased to 62% in 1983 from 56% in 1981. The study report includes data tables detailing findings and the questionnaire. (HB)

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William Rainey Harper College

Student Characteristics as Compared to the Community Profile, Fall, 1983

John A. Lucas
Director

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1983 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.2% OF TOTAL STUDENT POPULATION) AND 299 CONTINUING EDUCATION STUDENTS (2.8% OF TOTAL CE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 88 PERCENT FOR DEGREE CREDIT AND 77 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THE DATA LED TO THE FOLLOWING CONCLUSIONS: THE IMPACT OF THE ECONOMY STARTING TO REBOUND IS VERY EVIDENT IN SOME OF THE CHANGING CHARACTERISTICS OF STUDENTS IN THE FALL OF 1983 AS COMPARED TO THE TWO PREVIOUS YEARS. FOR EXAMPLE, THE NUMBER EMPLOYED FULL TIME WHILE ATTENDING HARPER HAS INCREASED AS WELL AS THE NUMBER EMPLOYED IN SEMI-SKILLED JOBS WHICH WERE ESPECIALLY HARD HIT IN THE RECESSION YEARS. ANOTHER INDICATION OF AN UPSWING IN THE ECONOMY IS THAT AVERAGE INCOME IS UP 12 PERCENT FROM THE PREVIOUS YEAR.

THE PRESENCE OF THE CAMPUS AND INFLUENCE OF FRIENDS AND RELATIVES CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE, THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS, AND LOW COST. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING CONTINUING EDUCATION STUDENTS THAN DEGREE CREDIT STUDENTS. CONVENIENCE, WHILE STILL AN IMPORTANT FACTOR IN ATTRACTING STUDENTS, IS NO LONGER THE DOMINATING FACTOR IT ONCE WAS.

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Purpose

The purpose of this study was to provide a fall 1983 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the degree credit students, a random sample of 500 students was chosen representing 3.2 percent of the total of 15,547 degree credit students enrolled in the fall of 1983. Similarly, a random sample of 299 continuing education students was selected which represents 2.8 percent of this C.E. population of 10,681 students. Responses were received from 441 of the 500 degree credit students for a return rate of 88 percent. Likewise, 231 of the 299 continuing education students answered the survey for a 77 percent response rate.

	Degree Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	270	54.0	142	47.5
Telephone Responses	171	34.2	89	29.8
Total Responses	441	88.2	231	77.3
Could Not Speak English	0	0	4	1.3
Refused to Answer	13	2.6	24	8.0
Non-Forwardable	7	1.4	13	4.4
Could not reach by phone	39	7.8	27	9.0
Total Non-Responses	59	11.8	68	22.7
Total Sample	500	100.0	299	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it appears that the respondents are very representative of all Harper students.

Method Used

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in the subsequent surveys. This year's instrument is the same as the 1981 survey. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second letter. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's student data system

and still other data was obtained from the actual 1980 census data for the Harper District.

Discussion of Results

In examining the demographic patterns among students, it appears that in the fall of 1983 the proportion of males has remained fairly constant below the 50 percent mark. Among degree credit students, 45 percent are male which is the same as it has been since 1975. Prior to 1975 males exceeded females. Among continuing education students, about 36 percent are males. Considering educational backgrounds students bring to Harper, over 38 percent of the degree credit students have had some college and 9 percent already have a bachelor's degree. Among continuing education students, 67 percent have had some college while 36 percent have a bachelor's degree. Interestingly, this is higher than the general population of the district where 26 percent have a bachelor's degree.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 3.2 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1983. This percentage had been increasing each year until it leveled off this year. Elk Grove and Palatine Townships had the highest enrollment rates with 3.4 percent enrolled. Schaumburg Township and the Barrington area had 3.25 percent of its population enrolled. Only 2.8 percent of Wheeling Township's population was enrolled in degree credit programs at Harper.

In regard to continuing education offerings, Harper enrolled about 2 percent of the district population. The Barrington High School district provided the highest percentage of its population attending Harper at about 2.3 percent. Palatine, Schaumburg, and Elk Grove Townships had about 2.1 percent attending while Wheeling Township had only about 1.8 percent of its population attending continuing education programs at Harper.

Looking at ethnic backgrounds of Harper students, about 4 percent of the degree credit and over 13 percent of the continuing education students are from minority backgrounds. The 1980 census revealed that about 6.3 percent of Harper District's population is non-while or Hispanic.

Some of the student characteristics reflected the beginning upswing in the economy in the fall of 1983. Among degree credit students the last two years, 62 percent were employed full time and this is up from the previous two years. Moreover, 13 percent were employed in semi-skilled jobs (an especially hard hit area) and this is up 4 percent from the previous two years. Another economic indicator showed that between 1982 and 1983 average income among both degree credit and continuing education students who are independent of their parents increased over 12 percent. However, the signals were mixed as student goals did not yet reflect this beginning upswing in the economy. For example, a record percentage (41%) of degree credit students were planning to transfer after leaving Harper. A relatively high percentage (13½%) were searching for a new field while relatively low percentages anticipated either continuing on their present job (18%), or obtaining a new job (26%).

The primary means by which degree credit students first hear about Harper continues to be the physical presence of the campus (33%) and friends and relatives (29%). The percentage hearing about Harper for the first time through the semester schedule received in the mail is down now to only 6 percent.

This is probably good that prospective students have already heard about Harper when they receive the schedule. Not so good is that only 5 percent now hear about Harper for the first time through their high school counselor. Among continuing education students, the primary means by which they first learn of Harper continues to be the physical presence of the campus (28%), friends and relatives (23%) and the semester schedule received in the mail (15%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors friends and relatives (21%), convenience (19½%), could enroll in specific program (15½%) and low cost (14%). There are several trends taking place over the years as convenience is no longer the dominating factor it once was, although it is still a major factor. Up until 1981, convenience was the number one reason (cited by 35-33% of the degree credit students) for attending Harper. On the other hand, low cost has risen to be a major factor and the percentage giving this reason is very high compared to past years. Among continuing education students, the major reasons which convinced them to attend Harper were availability of specific programs (28%), semester schedule received in mail (17%), convenience (14½%), and friends and relatives (14½%). Low cost is not a major factor with continuing education students and was cited by only 4 percent. As was the case among degree credit students, convenience is no longer the dominating factor it once was in convincing students to attend Harper. It is not clear why the importance of convenience has diminished. It may be that people in the suburbs are becoming more accustomed to traveling further for services.

The greatest sources of information about Harper for degree credit students are first, the College catalog (43%), second, the College semester schedule (29½%), third, College counselors (21½%), and fourth, brochures and letters received in the mail (20%). The first item was an all-time high indicating bulletins are being used more widely each year by students. Among continuing education students the three greatest sources of information about Harper were the College semester schedule received in the mail (52%), letters and brochures received in the mail (25½%) and the College catalog (18%). The percent using the semester schedule was an all-time high. Less than 3 percent among both student groups said they did not receive enough information.

Less than 4 percent of the degree credit students and only 6 percent of the continuing education students do not drive a car themselves to the campus. Among degree credit students, 1½ percent carpool, 1 percent ride with someone else and 1 percent take the bus. About 4½ percent of the continuing education students ride with someone else or carpool. Interest in bus service seems to be waning each year as it seems more improbable that bus service will meet the needs of the students. Only 10 percent of the degree credit students indicated an interest in bus service as contrasted to 25 percent in 1980. Likewise, less than 10 percent of this year's continuing education students were interested in bus transportation as compared to 19 percent in 1979. Interest in carpooling is also low as only 9½ percent of the degree credit students and 6 percent of the continuing education students are interested.

Major Conclusions

The impact of the economy starting to rebound is very evident in some of the changing characteristics of students in the fall of 1983 as compared to the two previous years. For example, the number employed full time while attending Harper has increased as well as the number employed in semi-skilled jobs which were especially hard hit in the recession years. Another indication of an upswing in the economy is that average income is up 12 percent from the previous year.

The presence of the campus and influence of friends and relatives continue to be the major factors in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. Direct mailings to residents' homes continue to be much more important for attracting continuing education students than degree credit students. Convenience, while still an important factor in attracting students, is no longer the dominating factor it once was.

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DETAILED RESULTS

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Degree Credit									Continuing Education								
	Respondents			Total Sample			Total Student Population			Respondents			Total Sample			Total Student Population		
	1981	1982	1983	1981	1982	1983	1981	1982	1983	1981	1982	1983	1981	1982	1983	1981	1982	1983
Male	47.8	42.5	42.2	48.0	44.2	42.4	47.6	47.1	44.9	28.5	36.4	31.6	28.7	33.8	34.9	42.7	40.5	36.0
Female	52.2	57.5	57.8	52.0	55.8	57.6	52.4	52.9	55.1	71.5	63.6	68.4	71.3	66.2	65.1	57.3	59.5	64.0
Under 21	44.0	41.7	37.1	42.7	42.0	37.2	38.9	38.4	35.0	7.4	6.6	6.9	6.9	7.0	6.5			
21 and Over	56.0	58.3	62.9	57.3	58.0	62.8	61.1	61.6	65.0	92.6	93.4	93.1	93.1	93.0	93.5			
Full Time	39.2	40.7	31.8	38.8	38.9	30.8	31.2	32.1	31.7	4.9	3.0	2.4	4.0	2.4	2.3			
Part Time	60.8	59.3	68.2	61.2	61.1	69.2	68.8	67.9	68.3	95.1	97.0	97.6	96.0	97.6	97.7			
Day	48.1	43.4	40.6	48.2	42.4	[illegible].4	65.7*	65.6*	64.9*	22.4	13.6	23.2	22.0	17.1	25.8	39.5*	39.0*	37.7*
Evening	40.1	40.0	43.0	39.4	40.2	43.7	34.3*	34.4*	35.1*	65.8	75.9	71.8	66.3	72.6	67.3	60.5*	61.0*	62.3*
Combined	9.7	15.7	15.0	10.4	16.6	15.4				7.7	4.6	2.3	7.7	5.8	2.2			
Weekend	2.1	.9	1.4	2.0	.8	1.5				4.1	5.9	2.7	4.0	4.5	4.7			

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Degree Credit Students

Location	1980 Percent of Population Enrolled at Harper	1981 Percent of Population Enrolled at Harper	1982 Percent of Population Enrolled at Harper	1983 Harper Students	1983 Population	1983 Percent of Population Enrolled at Harper
Elk Grove Village Township	2.95	3.03	2.85	3,043	89,009	3.42
Palatine Township	3.01	2.89	3.58	2,887	85,141	3.39
Schaumburg Township	3.38	3.64	3.70	3,467	106,196	3.27
Barrington Unit School District	2.72	2.87	2.63	1,061	32,883	3.23
Wheeling Township	2.69	2.90	2.88	3,694	132,771	2.78
Total District	2.97	3.10	3.19	14,152	446,000	3.17
Number Out-of-District	1,060	1,303	1,420	1,305		
Percent Out-of-District	7.6	8.7	9.2	8.4		
Villages						
Palatine	6.13	6.34	6.64	1,998	33,517	5.96
Hanover Park*	--	3.35	3.34	416	10,136	4.10
Des Plaines*	--	3.65	3.57	470	11,986	3.92
Hoffman Estates	3.58	3.45	3.63	1,500	40,344	3.72
Rolling Meadows	3.22	3.23	3.47	671	20,173	3.33
Elk Grove Village	2.95	3.06	3.28	1,002	30,564	3.28
Schaumburg	3.45	3.47	3.47	1,885	57,585	3.27
Arlington Heights	2.88	3.13	3.19	2,174	67,916	3.20
Buffalo Grove*	3.03	2.92	3.14	402	13,372	3.01
Prospect Heights	1.61	2.78	2.69	348	11,982	2.90
Mount Prospect	2.85	2.96	3.05	1,548	53,782	2.88
Wheeling	2.78	2.78	2.81	691	25,152	2.75

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

	Continuing Education					
	1980	1981	1982	1983		
Location	Percent of Population Enrolled at Harper	Percent of Population Enrolled at Harper	Percent of Population Enrolled at Harper	Harper Students	Population	Percent of Population Enrolled at Harper
Barrington Unit School District	3.04	2.19	2.55	726	31,657	2.29
Palatine Township	1.69	2.22	2.19	1,870	86,572	2.16
Schaumburg Township	1.71	2.02	2.03	2,269	107,210	2.12
Elk Grove Village Township	1.43	1.77	1.66	1,825	90,567	2.02
Wheeling Township	1.11	1.69	1.76	2,388	133,102	1.79
Total District	1.56	1.92	1.95	9,078	449,108	2.02
Number out-of-district	1,114	1,227	1,388	1,603		
Percent out-of-district	13.1	12.7	13.9	15.0		
Villages						
Palatine	3.54	4.31	4.51	1,349	33,517	4.02
Prospect Heights	1.13	1.30	3.40	412	11,982	3.44
Rolling Meadows	1.79	2.68	1.97	493	20,173	2.44
Wheeling	.97	1.69	1.65	563	25,152	2.24
Hoffman Estates	1.68	2.33	2.08	858	40,344	2.13
Schaumburg	1.88	2.19	2.15	1,219	57,585	2.12
Buffalo Grove*	1.13	1.60	1.62	262	13,372	1.96
Mount Prospect	1.18	1.83	1.73	1,033	53,782	1.92
Arlington Heights	1.33	1.79	1.52	1,245	67,916	1.83
Des Plaines*	----	1.01	.65	205	11,986	1.71
Elk Grove Village	1.42	1.81	2.01	516	30,564	1.69
Hanover Park*	----	.98	1.28	107	10,136	1.06

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
17 or Below	54	33	37	4,575	4,538	4,447	1.18	.73	.83
18	1,111	929	1,012	3,572	3,469	3,441	31.10	26.78	29.41
19	1,084	1,361	1,012	3,320	3,274	3,179	32.65	41.57	31.83
20-21	1,463	1,427	1,462	6,689	6,934	7,009	21.87	20.58	20.86
22-25	1,029	1,560	1,349	16,103	15,826	15,787	6.39	9.86	8.55
26-35	1,002	1,427	1,461	39,685	40,112	40,539	2.53	3.56	3.60
36-45	515	265	449	30,908	31,240	31,573	1.65	.85	1.42
46 and Over	244	299	150	48,812	49,337	49,863	.50	.61	.30
	6,502	7,301	6,932						
Average Age	24.7	24.4	24.4	153,664	154,730	155,838	4.23	4.72	4.45

Degree Credit Enrollment - Females

17 or Below	220	59	34	4,166	4,613	4,050	5.28	1.28	.84
18	798	1,026	738	3,348	3,158	3,497	23.84	32.49	21.10
19	991	1,437	1,242	3,166	3,069	2,894	31.30	46.82	42.92
20-21	1,129	1,290	1,275	7,067	6,961	6,803	15.98	18.53	18.74
22-25	1,018	1,114	1,175	16,590	16,399	16,236	6.14	6.79	7.24
26-35	1,542	1,964	2,182	41,153	41,596	42,038	3.75	4.72	5.19
36-45	1,184	909	1,376	31,448	31,787	32,125	3.77	2.86	4.28
46 and Over	275	410	503	53,505	54,080	54,656	.64	.73	.92
	7,157	8,209	8,525						
Average Age	27.1	26.4	27.9	160,443	161,663	162,299	4.46	5.08	5.25

*Population by age is taken from 1980 census and later years are by NIPC projections.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Education Enrollment - Male

	Fall Enrollment			Population*			Percent Enrolled		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
19 and Below	137	171	53	11,467	11,281	11,067	1.20	1.52	.48
20-21	183	43	52	6,689	6,934	7,009	2.64	.62	.74
22-25	366	597	368	16,103	15,826	15,787	2.27	3.77	2.33
26-35	1,328	1,793	1,367	39,685	40,112	40,539	3.35	4.47	3.37
36-45	733	725	946	30,908	31,240	31,573	2.37	2.32	3.00
46 and Over	778	726	1,052	48,812	49,337	49,863	1.59	1.47	2.11
	3,525	4,055	3,838	153,664	154,730	155,838	2.29	2.62	2.46
Average Age	36.8	34.7	39.0						

Continuing Education Enrollment - Female

	1981	1982	1983	1981	1982	1983	1981	1982	1983
19 and Below	192	344	476	10,680	10,840	10,441	1.80	3.17	4.56
20-21	240	138	346	7,067	6,961	6,803	3.40	1.98	5.09
22-25	624	827	1,083	16,590	16,399	16,236	3.76	5.04	6.67
26-35	1,537	2,101	1,776	41,153	41,596	42,038	3.74	5.05	4.23
36-45	1,033	1,515	1,516	31,448	31,787	32,125	3.29	4.77	4.72
46 and Over	1,105	1,033	1,646	53,505	54,080	54,656	2.07	1.91	3.01
	4,731	5,958	6,843	160,443	161,663	162,299	2.95	3.69	4.22
Average Age	37.0	35.4	36.2						

*Population by age is taken from 1980 census and later years are from NIPC projections.

	Degree Credit			Continuing Education		
	1981	1982	1983	1981	1982	1983
Class Load	%	%	%	%	%	%
Full Time	39.2	38.9	30.8	4.9	3.0	2.3
Part Time	60.8	61.1	69.2	95.1	97.0	97.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	464	496	478	246	203	207
When Students Are Enrolled						
Day Only	48.1	42.4	39.4	22.4	13.6	25.8
Evening Only	40.1	40.2	43.7	65.8	75.9	67.3
Weekends Only	2.1	.8	1.5	4.1	5.9	4.7
Mixture of Times	9.7	16.6	15.4	7.7	4.6	2.2
Portion of Class Hours in Day	64.9	53.1	55.5	51.7	23.5	72.7
Portion of Class Hours in Evening	31.3	45.7	37.6	40.8	56.3	27.3
Portion of Class Hours on Weekend	3.8	1.2	6.9	7.5	20.2	0
Number Responding	464	493	480	246	220	275
Where Students Are Enrolled						
Main Campus	95.9	93.2	92.7	85.2	79.2	77.0
Barrington High School	0	.2	0	6.2	8.1	3.2
Schaumburg High School	1.0	2.2	2.3	1.6	0	.5
Willow Park	0	0	0	0	0	0
Hawthorne	2.6	0	0	3.0	0	0
Northeast Center	0	3.6	4.1	0	7.7	13.9
Other Locations	.5	.8	.9	4.0	5.0	5.4
Enrolled at Main Campus Only	91.7	90.1	88.1	84.1	78.2	75.1
Enrolled at One Location Only - Other than Main Campus	3.3	5.3	4.8	12.7	20.0	21.7
Enrolled at More than One Location	2.0	4.6	7.1	3.2	1.8	3.2
Number Responding	452	436	438	221	220	221

DEMOGRAPHIC FACTORS OF STUDENTS

Sex						
Male	47.8	42.5	42.4	28.5	36.4	34.9
Female	52.2	57.5	57.6	71.5	63.6	65.1
Number Responding	464	447	500	246	242	298
Marital Status						
Single	64.2	66.6	61.0	23.4	28.6	27.4
Married	32.5	26.4	31.2	65.4	60.2	61.1
Divorced or Separated	3.3	6.3	6.4	5.8	9.1	9.3
Widow or Widower	0	.7	1.4	5.4	2.1	2.2
Number Responding	458	444	436	240	241	226

Age	Degree Credit				Continuing Education			
	1980	1981	1982	1983	1980	1981	1982	1983
Below 16	0	0	0	0	0	0	1.2	1.3
16	0	.2	.8	.4	.4	0	.4	.4
17	.9	1.9	12.6	11.2	.8	.4	.4	0
18	10.2	14.9	17.6	14.6	1.7	1.6	.8	1.7
19	15.6	15.1	11.0	10.9	2.1	2.5	2.5	1.7
20	9.3	11.9	6.4	6.6	.8	2.9	1.2	1.7
21	9.5	6.5	17.2	16.2	1.3	2.0	.8	2.2
22-25	14.7	14.3	12.0	12.8	15.0	10.7	13.1	13.9
26-30	12.3	10.6	10.0	10.9	17.1	13.1	18.9	16.0
31-35	11.3	8.0	5.4	8.0	15.4	20.5	19.7	13.0
36-45	11.3	12.5	2.6	4.1	24.2	21.3	23.0	22.9
46-55	3.9	3.7	3.0	3.9	13.7	12.3	12.7	12.6
56-65	.2	.2	1.2	.4	5.8	6.2	2.9	9.1
Over 65	.5	.2	.2	0	1.7	4.5	2.4	3.5
Number Responding	441	463	500	439	240	244	244	231
Average Age	26.4	25.7	25.5	26.4	36.1	37.7	35.3	37.1
Percent Under 21 Years of Age	36.0	44.0	42.0	37.1	5.8	7.4	6.6	6.9
Children of Students								
Have no Children	71.6	69.7	78.0	73.6	38.2	41.2	45.8	43.9
Have Preschoolers at Home	7.3	8.2	8.3	6.8	16.0	10.9	12.1	11.3
Have School Age Children At Home	18.4	16.6	13.5	16.1	31.1	29.8	29.6	27.4
Have Post High School Youth at Home	4.8	4.6	4.3	4.8	14.3	13.0	12.9	13.0
Have Children who have Left Home	6.6	4.0	4.5	4.8	15.5	22.7	17.5	18.7
Number Responding	440	475	445	440	238	238	240	230
Present Full Time Occupation								
Students not Employed Full Time	29.3	36.2	33.9	32.1	3.8	4.9	3.3	4.3
Semi-Professional, Technical	23.5	22.6	22.0	26.2	25.5	17.6	29.9	23.0
Semi-Skilled	10.7	8.1	10.1	12.8	10.4	13.5	5.8	10.8
Supervisor or Public Official	3.4	3.1	3.4	6.4	6.7	3.3	5.4	5.6
Homemaker and Student	9.6	8.0	8.6	5.7	15.1	21.7	13.7	16.0
Professional	7.0	3.7	3.8	5.2	15.1	14.0	14.1	15.6
Managerial or Executive	6.2	5.5	5.2	3.7	9.6	9.0	10.8	11.3
Unskilled	2.7	5.2	5.0	2.7	1.7	1.6	1.7	1.7
Skilled Trade	2.7	2.9	4.8	2.3	2.1	2.9	4.5	3.0
Small Business Owner	1.0	.6	1.1	1.8	1.2	2.9	3.3	1.3
Sales Professional	3.9	4.1	2.1	1.1	8.8	8.6	7.5	7.4
Number Responding	442	459	442	439	239	244	241	231

Financial Independence From Parents	Degree Credit 1981	1982	1983	Continuing Education 1981	1982	1983
Not Independent - Live with Parents	33.8	38.1	31.2	4.2	7.1	5.3
Independent - But live with Parents	23.9	19.3	17.5	12.1	6.2	5.8
Independent - Live away from Parents	42.3	42.6	51.3	83.7	86.7	88.9
Number Responding	444	436	433	215	225	225

Income of Students who are Independent of Parents	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Less than $5,000	6.5	9.7	8.5	1.9	2.7	4.1
$ 5,000 to $ 6,999	6.5	4.7	--	3.8	.6	--
$ 5,000 to $ 7,499	--	--	5.5	--	--	0
$ 7,000 to $ 8,999	4.5	1.9	--	2.3	0	--
$ 7,500 to $ 9,999	--	--	4.8	--	--	1.2
$ 9,000 to $ 9,999	5.8	1.9	--	1.4	.6	--
$10,000 to $11,999	7.2	10.5	5.6	3.8	2.2	5.8
$12,000 to $14,999	10.0	10.1	8.5	9.9	8.3	5.8
$15,000 to $19,999	10.6	14.3	18.1	15.6	20.4	10.5
$20,000 to $24,999	13.1	10.1	11.5	13.7	14.4	14.0
$25,000 to $29,999	7.2	9.3	7.8	9.4	12.1	8.8
$30,000 to $34,999	9.3	8.5	4.1	10.4	6.6	12.9
$35,000 to $39,999	5.8	7.4	8.1	5.7	10.5	10.5
$40,000 to $49,999	6.2	6.2	9.3	10.8	10.5	8.8
$50,000 to $59,999	5.2	3.1	2.6	5.7	5.0	8.8
$60,000 to $69,999	1.4	.4	3.0	.9	1.7	3.5
$70,000 to $79,999	.7	1.9	.4	4.7	4.4	.6
$80,000 - $100,000	--	--	.7	--	--	3.5
Over $100,000	--	--	1.5	--	--	1.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	291	258	270	212	181	171

	Degree Credit 1981	1982	1983	Continuing Education 1981	1982	1983
Median Income	$19,516	$18,987	$19,694	$24,224	$25,455	$29,251
Mean Income	$22,703	$22,490	$25,304	$28,389	$29,624	$33,251
Percent Over $25,000	35.8%	36.8%	37.4%	47.6%	50.8%	58.5%

Income of Parents of Dependent Students	1981	1982	1983
Less than $5,000	2.1	0	0
$ 5,000 to $ 8,999	2.1	1.3	2.2
$ 9,000 to $ 12,999	1.1	1.3	0
$13,000 to $ 16,999	4.3	1.3	4.4
$17,000 to $ 20,999	5.3	5.1	4.5
$21,000 to $ 24,999	6.4	11.5	11.1
$25,000 to $ 29,999	13.8	21.8	4.5
$30,000 to $ 34,999	18.1	19.2	13.3
$35,000 to $ 39,999	11.7	14.1	15.6
$40,000 to $ 49,999	25.5	6.4	13.3
$50,000 to $ 59,999	7.5	9.0	13.3
$60,000 to $ 69,999	2.1	3.9	6.7
$70,000 to $ 79,999	0	5.1	2.2
$80,000 to $100,000	--	--	4.5
Over $100,000	--	--	4.4
	100.0	100.0	100.0
Number Responding	94	78	45
Median Income	$34,265	$32,200	$38,214
Mean Income	$34,495	$33,750	$44,278
Percent over $25,000	78.7%	79.5%	77.8%
Community Data 1979 ----- Median Family Income -----			$30,900
Percent of families over $25,000		-----	67.5%

	Degree Credit			Continuing Education		
Language used most at home	1981	1982	1983	1981	1982	1983
English	98.6	98.2	96.4	95.5	91.7	86.2
Spanish	.8	0	.2	3.3	1.7	1.7
Italian	0	.2	.5	0	0	.4
Hindu or Urdu	0	.2	.5	0	.4	3.0
Greek	.2	0	.2	.8	.4	0
Polish	0	.7	0	0	.8	1.3
German	.2	.5	.2	0	.2	.9
Korean	0	0	.2	0	.6	.4
Vietnamese, Cambodian, Thai, Laotian	0	0	0	0	.4	.4
Filipino	.2	0	.2	0	0	0
Turkish	0	0	.2	0	0	0
French	0	0	.7	0	0	0
Japanese	0	0	0	.4	3.0	3.5
Chinese	0	.2	.5	0	.8	.9
Portugese	0	0	.2	0	0	.4
Pakistani	0	0	0	0	0	.9

Primary Ethnic Background	Degree Credit 1981	1982	1983	Continuing Education 1981	1982	1983
White Caucasian	96.9	92.6	91.7	96.6	88.9	81.2
Latino, Mexican American	1.5	1.6	.9	2.6	2.6	3.5
Asian American	.7	1.2	1.6	.4	6.0	9.2
Black American	.7	.2	1.4	0	0	0
Native American	0	4.2	4.2	0	2.5	5.2
Foreign Students "F"/"J" Visa	.2	0	0	.4	0	.9
Arab, Middle East	0	.2	.2	0	0	0
Number Responding	447	433	431	234	235	229
Length of Time Planned to Stay at Harper as Student						
More than three years	13.6	13.5	15.5	13.0	14.2	23.2
Three years	10.5	12.3	8.6	5.5	6.7	3.9
Two years	38.5	36.3	36.0	13.5	16.1	10.1
One year	23.1	18.7	20.9	13.5	10.4	18.4
Just this semester	14.3	19.2	19.0	54.5	52.6	44.4
Average Number Semesters	3.9	3.8	3.8	2.7	2.9	3.3
Number Responding	428	422	431	200	211	207
Plans for a Major Field						
Have had no major field change since attending Harper	49.0	55.6	58.2	32.6	20.0	18.1
Have changed major fields or plan to change major field	17.4	16.8	14.0	7.5	6.5	6.6
Do not need major field of study	11.5	12.0	13.5	38.9	57.7	63.2
Transfer students entering a new field	1.1	0	1.4	.9	0	0
Bachelor's degree student entering a new field	3.3	2.7	3.4	7.2	7.9	7.9
Searching for a field	17.7	12.9	13.5	12.9	7.9	4.2
Number Responding	451	435	433	221	215	215
Highest Degree Planned						
No degree	21.8	18.4	18.6	57.4	64.0	60.8
Associate degree	27.5	36.6	31.5	14.4	13.3	14.0
Bachelor's degree	35.2	32.0	34.3	16.1	12.9	13.1
Master's degree	14.0	10.0	13.5	9.9	7.6	10.8
Ph.D, Ed.D, L.L.D., M.D.	2.2	3.0	2.1	2.2	2.2	1.3
Number Responding	451	429	431	223	275	222

Highest Educational Level Attained Prior to Attending Harper	Degree Credit			Continuing Education		
	1981	1982	1983	1981	1982	1983
Not a high school graduate	1.1	.7	.5	6.3	5.1	5.7
High School Graduate	65.4	62.4	58.4	29.7	28.4	25.6
GED equivalency diploma	1.3	2.0	2.5	3.3	1.3	1.7
Technical or Business School graduate	2.2	2.9	1.8	4.2	4.7	2.6
Some college	17.0	19.6	12.6	20.9	23.3	21.3
Associate degree	1.1	2.0	3.6	3.3	3.4	4.3
Some hours byond Associate degree	1.5	2.1	1.8	1.3	.8	.9
Three years Nursing degree	.2	0	.7	1.3	1.7	2.2
Bachelor's degree	9.4	6.5	6.6	24.7	24.1	25.7
Master's degree or higher	.9	1.8	2.5	5.0	7.2	10.0
Number Responding	459	444	440	239	236	230
Percentage baccalaureate degree or higher	10.3	8.3	9.1	29.7	31.3	35.7
Percentage baccalaureate degree or higher among only those 21 or older	18.1	14.4	14.4	31.4	32.4	38.3

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper						
Saw the campus or live close to campus	32.5	24.2	33.3	28.7	23.1	27.5
Parents, friends or relatives	30.2	28.1	29.2	19.1	21.6	23.0
Cannot remember when first heard about Harper	5.4	7.2	7.5	4.1	10.1	3.5
Semester schedule received in mail	8.1	5.8	6.3	13.4	21.3	15.4
High school counselor/teacher	4.6	10.6	5.2	1.5	2.6	.8
Literature at high school	.	.	.	3.5	2.1	2.1
Heard about it through work	2.0	4.2	4.5	2.1	3.7	5.4
Inquiries for special program	1.9	2.9	2.7	5.2	1.7	3.3
Materials received from Harper in the mail	2.2	3.3	1.7	11.3	7.3	6.3
Newspaper articles or advertising	1.4	2.5	1.5	5.4	2.9	7.9
Employment near/at Harper	.5	1.0	.5	.8	.4	1.7
Visit by Harper representative to high school	.9	.4	.5	0	.4	0
From other colleges	.2	.4	.5	0	.4	0
Public Library	0	0	.5	.4	0	.4
Harper area cooperative program	.7	1.2	.4	0	0	0
Real estate agent, mover or Welcome Wagon	.9	.5	.4	1.2	.6	1.3
Talked to Harper counselor or faculty member	.1	.7	.4	.8	.4	.4
Referendum or tax bill	.2	.2	.2	.6	.8	0
Veterans Admin. Counselor	.2	0	0	0	0	0
Harper Open House	0	0	0	.4	.4	.1
Senior Citizens Center	0	0	0	1.5	.1	.9
Van or shopping center display	0	0	0	0	.1	0

What or who most convinced Student to attend Harper	Degree Credit 1981	1982	1983	Continuing Education 1981	1982	1983
Parents, Friends or Relatives	27.2	18.1	20.7	13.3	10.1	13.7
It is convenient to get to	19.2	17.8	19.6	17.9	12.6	14.4
I could get specific program or course	15.8	18.7	15.5	33.6	31.7	28.2
It is so inexpensive	9.3	15.4	13.8	4.2	5.0	4.0
Semester schedule received in the mail	4.2	2.6	5.3	14.3	18.6	16.7
It is a good place to find direction in your life	3.4	3.9	4.6	1.5	1.2	.1
No particular reason or my own personal motivation	8.7	8.1	4.5	3.5	11.7	5.6
Literature at work, employer, fellow employees or professional association	2.8	2.2	3.0	.8	2.2	4.4
Harper is better than closest community college	.4	1.3	2.2	0	0	.4
It is easy to transfer courses to a four-year college	2.4	2.4	1.8	.4	.4	.4
Harper's reputation for excellence	.1	0	1.7	.4	0	2.3
High school counselor	1.4	2.2	1.2	.8	.4	0
Could not get accepted at any other college or was dropped by four-year college	.6	.8	1.2	0	0	0
Material received from Harper in the mail	1.0	1.4	1.1	6.9	2.5	5.1
A visit to Harper's campus talking to faculty or counselors	.5	1.2	.8	0	.9	1.0
Facilities on the campus were impressive	.7	.4	.6	0	.6	1.9
Economic environment	.4	1.7	.5	0	.2	.1
Harper area cooperative program	0	.2	.5	.2	0	0
Faculty at another college	.1	.5	.3	0	.4	0
Worked at Harper	0	0	.3	.4	0	.4
Literature in the high school	.6	0	.3	.4	.4	0
Wanted to use VA benefit	.4	.8	.2	.1	0	0
Athletic Program	0	0	.2	0	0	0
Newspaper articles or advertisements	.2	.1	.1	1.3	1.1	1.3
Scholarships available	.4	.2	0	0	0	0
Insurance reasons	.2	0	0	0	0	0

Sources from which greatest help was received in obtaining needed information at Harper	Degree Credit Percent			Continuing Education Percent		
	1981	1982	1983	1981	1982	1983
College catalog or Handbook	29.4	38.1	42.7	17.8	20.3	18.1
College semester schedule	22.4	32.0	29.5	29.2	7.8	52.4
Faculty	18.4	18.8	22.8	14.4	6.9	11.0
Counselors at Harper	22.4	25.6	21.5	9.3	6.5	4.8
Found information I needed on my own	10.7	19.3	21.5	15.7	12.9	11.0
Brochures or letters received in the mail	24.1	24.0	20.1	29.2	25.4	25.6
Other students	21.7	21.8	16.2	7.6	7.8	5.3
Newspaper releases	10.3	8.4	7.8	12.7	9.9	10.6
Student Newspaper (Harbinger)	.4	.5	5.0	0	0	.9
Admissions Office	8.6	8.8	4.8	8.1	2.6	5.3
Other Harper staff	3.7	3.9	4.8	7.6	1.7	3.1
Posters or bulletin board	5.0	7.3	4.6	.8	.9	2.2
Relatives or Friends	5.5	5.7	4.3	2.1	5.6	7.5
Employer or fellow workers	1.5	2.9	3.2	3.4	2.2	4.4
Did not receive enough information	2.6	2.5	2.7	2.1	2.6	.9
Information Booth	.2	0	2.3	0	0	0
High school counselor	2.4	1.4	1.1	.4	0	.4
Financial Aid and Veterans Office	.4	1.4	.9	.4	.4	0
Career Development course or College Survival class	2.0	.9	.9	5.9	1.3	2.2
Displays in community	.2	0	.9	0	0	1.8
Library	2.6	3.2	.7	0	.4	2.2
Business Office	2.0	2.5	.5	1.7	.9	1.3
Participation in student activities	0	.2	.5	0	0	0
Computer terminal	.2	1.4	.2	.4	0	0
Employment at Harper	0	.2	.2	0	0	0
Orientation Program or Open House	0	0	.2	0	0	.4
Counselors at college to which transferred	0	.5	0	0	0	0
Senior Citizens Center	0	0	0	2.1	.9	1.8
Woman's Program	0	0	0	.8	0	0
Outside community agency	0	0	0	0	0	.4
What students plan to do when they leave Harper						
Transfer to another educational institution	39.0	36.5	40.9	5.7	2.7	5.2
Continue on same job	14.7	14.9	17.7	34.8	44.8	38.0
Obtain a job	22.0	17.0	16.8	13.4	8.6	5.7
Continue at Harper to use education for personal development	9.7	10.4	9.5	30.5	22.7	28.8
Obtain a promotion/better job	6.5	8.0	9.0	2.0	6.1	3.1
Not sure	7.2	10.3	4.0	5.3	5.2	4.4
Become self employed	0	.4	1.1	0	1.0	1.3
Become/continue as a homemaker	.9	1.6	.6	7.5	7.7	11.8
Move out of the area	0	.7	.4	0	0	1.7
Continue to explore options for my life	0	.2	0	0	0	0
Finish high school	0	0	0	0	.8	0
Retirement	0	0	0	.8	0	0
Armed Services	0	0	0	0	.4	0
Number Responding	461	446	439	247	240	229

Principle Purpose in Enrolling at Harper	Degree Credit Percent			Continuing Education Percent		
	1981	1982	1983	1981	1982	1983
Enroll in a specific career program	34.3	36.2	34.8	10.6	8.9	10.2
Enroll in baccalaureate oriented program in order to transfer to a four-year college	26.7	27.0	29.8	4.7	3.0	2.7
Take courses for general interest	12.4	13.9	15.5	60.3	67.9	61.9
Search for a major field of interest	22.4	16.4	12.9	9.7	5.3	4.0
For retraining or refresher purposes	4.2	6.5	6.5	14.7	14.9	10.6
To learn the English language	0	0	.5	0	0	10.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	449	433	438	236	235	226
Means of Transportation to Harper						
Drive my own car	85.1	82.7	85.3	87.8	87.4	87.4
Use family car	10.5	11.3	9.4	5.5	4.6	5.6
Company Van/Car	0	0	1.6	.8	.4	.9
Car pool	.8	2.5	1.4	1.3	1.7	.9
Ride with someone else	2.3	1.8	1.2	3.4	5.9	3.7
Take bus	1.1	1.2	.9	.4	0	.7
Walk	0	0	.2	.8	.4	.4
Motorcycle	.2	.2	0	.4	0	0
Bicycle	0	.1	0	.4	0	.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	460	445	440	238	238	231
Preference for Public Transportation or Car Pool						
Not interested	70.5	75.6	81.5	75.1	84.0	85.7
Would be interested in bus transportation	17.7	15.6	10.3	16.9	9.7	9.6
Would prefer car pool	12.5	11.5	9.4	8.4	6.8	6.1

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Fall 1983

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are hleping Harper serve its community better.

Very truly yours,

John A. Lucas

John A. Lucas
Director
Planning and
Institutional Research

jc
Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male

_____ Female

2. Marital Status - Check (✓) one.

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow/widower

3. Age - Check (✓) one.

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become/continue as a homemaker
_____ F. Do not plan to leave Harper - Plan to continue to use Harper off and on over the years for my own personal development.
_____ G. I am not sure
_____ H. Move out of the area
_____ I. Become self-employed
_____ J. Join the Armed Forces
_____ K. Other (specify)_____

_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify) _____
_____ I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $ 5,000
_____ B. $ 5,000 - $ 7,499
_____ C. $ 7,500 - $ 9,999
_____ D. $10,000 - $11,999
_____ E. $12,000 - $14,999
_____ F. $15,000 - $19,999
_____ G. $20,000 - $24,999
_____ H. $25,000 - $29,999
_____ I. $30,000 - $34,999
_____ J. $35,000 - $39,999
_____ K. $40,000 - $49,999
_____ L. $50,000 - $59,999
_____ M. $60,000 - $69,999
_____ N. $70,000 - $79,999
_____ O. $80,000 -$100,000
_____ P. Over $100,000

8. Transportation - Check (✓) your primary mode

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk
_____ I. Drive company car/van

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. PhD. or Ed.D - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____	A. English	_____	F. French	_____	K. Korean
_____	B. Spanish	_____	G. Greek	_____	L. Hindu
_____	C. German	_____	H. Japanese	_____	M. Filipino
_____	D. Italian	_____	I. Chinese	_____	N. Scandanavian
_____	E. Polish	_____	J. Vietnamese, Cambodian, Thai or Laotian	_____	O. Other (specify) _____ _____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents
_____ B. No - live with parents
_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you at a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____	A. Less than $5,000	_____	I. $35,000 to $39,999
_____	B. $ 5,000 to $ 8,999	_____	J. $40,000 to $49,999
_____	C. $ 9,000 to $12,999	_____	K. $50,000 to $59,999
_____	D. $13,000 to $16,999	_____	L. $60,000 to $69,999
_____	E. $17,000 to $20,999	_____	M. $70,000 to $79,999
_____	F. $21,000 to $24,999	_____	N. $80,000 to $100,000
_____	G. $25,000 to $29,999	_____	O. Over $100,000
_____	H. $30,000 to $34,999		

III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1. How did you first hear about Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Cannot remember when I first heard about Harper College
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I am employed
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper College had it
_____ P. Brochures or letters received from Harper in the mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper College
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at a shopping center
_____ U. Harper College open house
_____ V. Heard about Harper at the college I attended before
_____ W. Referendum or tax bill
_____ X. From the public library
_____ Y. Other (specify) _____

_____

2. What or who most convinced you to first attend Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact I could get specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in the mail
_____ O. I found it was easy to transfer courses to a four-year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper College is better than the closest community college.
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper College
_____ V. The economy and the availability of jobs
_____ W. Could not get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper College
_____ Y. Insurance reasons
_____ Z. Harper's reputation for excellence
_____ AA. Other (specify) _____

IV. GOALS AT HARPER COLLEGE

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____
_____ B. To enroll in a specific career program (specify) _____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes
_____ F. To learn the English language

2. _____ Full-time student (12 hours or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 a.m. to 5 p.m.
_____ B. All courses are in evening - 5 p.m. to 11 p.m.
_____ C. All courses are on weekends
_____ D. A mixture of times - (give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on the main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at the Northeast Center
_____ E. All courses at another off-campus location
_____ F. A mixture of locations - (give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Northeast Center
_____ credit hours other locations

5. Please indicate how long you presently plan to attend Harper? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper College.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one at present.
_____ E. I am searching for a field.
_____ F. I am a transfer student and entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and starting a new program at Harper.

7. Highest degree planned. Check (✓) one.

_____ A. None - no degree
_____ B. Associate - Community College Degree
_____ C. Bachelor's (B.A. or B. S.)
_____ D. Master's (M.A. or M.S.)
_____ E. Ph.D or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper Staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalog
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High school counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Did not receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (library)
_____ V. Student newspaper - Harbinger)
_____ W. Student activity participation
_____ X. Information booth
_____ Y. Displays in community
_____ Z. Other (specify)_____

_____
_____
_____

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